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ABSTRACT

Designed primarily for English faculty at two-year colleges in California, "Inside English" includes articles on major instructional, curricular, administrative, and employment issues of concern to teachers in the field as well as information on the activities of the English Council of the California Two-Year Colleges (ECCTYC). The December 1975 and Spring 1976 issues contain the following feature articles: (1) "College English Classes--Relevant Again?" by Ann Clutinger, which points to the ways in which composition classes are relevant for all college students, regardless of their majors; (2) "A Disturbing Time for College English," by Don Snepp, which points to the dangers posed by the clash between the public's demand for better education and the worsening state of educational economics; (3) "Testing Reading: A New Year's Resolution," by James Duggins, which reports on difficulties in reforming entrance testing and screening practices; (4) "Essay Testing As Placement Testing Device? It May Work," by Judy Hert, which describes the development and use of an essay test for writing placement at San Bernardino Valley College; (5) "A Peer Sounds Off," by Michael Seely, which offers reflections on first-year college students' composition skills; (6) "Student Writing without Tears," by Masha Z. Jewett, which describes the use of a journal as a pre-writing experience for remedial students; and (7) "Writing Skills Workshop: A Permanent Success," by Joyce Jaffee, which describes West Los Angeles College's writing workshop based on peer tutoring. (AYC)

inside english

Journal of the English Council of California Two-Year Colleges

DECEMBER, 1975

AND

SPRING, 1976

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December, 1975

inside english

The Journal of the English Council of the California Two-Year Colleges

TASK FORCE RECOMMENDS

> As a condition for graduation, every CSUC student should be required to demonstrate the ability to read and understand a fairly complex question on an intellectually demanding subject and to respond on short notice with a logical, clear, and coherent piece of exposition. The student should be capable of formulating a thesis which can be developed within the time allotted to the assignment, of substantiating that thesis without losing focus or straying from the subject. Both the essay as a whole and individual paragraphs should be unified and coherent and represent adequate development of the central idea. The student should demonstrate knowledge of the principles of logical coordination and subordination and the ability to develop ideas at the level of the sentence rather than by mere accretion of sentences. In addition, the prose of the CSUC graduate should be reasonably free of errors in usage, spelling, and other mechanics--that is, errors of such seriousness and/or frequency as to hinder communication, seriously distract the educated, adult reader, or clearly demonstrate that the writer has not mastered the basic conventions of the language.
>
> ***Junior-level exam criteria***

Through a Task Force on Student Writing Skills, The California State University and Colleges are launching a vigorous, positive attack on illiteracy. This much was evident when the Task Force presented its draft recommendations at the November 20, 21 joint meeting of two- and four- year English Councils in San Franicisco.

In broad terms, the Task Force recommendations for the CSUC system are

1. a statewide testing program for matriculating and junior-level students
2. a statewide requirement for coursework in composition
3. funding for courses to remedy writing skills deficiencies
4. a systemwide commitment to literacy through the development of composition teaching skills in all the faculty.

Chaired by Anthony J. Move, State University Dean, Educational Programs and Resources, the Task Force draws on various disciplines; Lennis Dunlap, Associate Professor of English, Chico; Harry Finestone, Dean of Academic Planning, Northridge; Sylvia Manning, Associate Professor of English, Hayward; Richard Moss, Assistant Professor of Economics, San Bernardino; William Robinson, Assistant Professor of English, San Francisco; Donald Schweitzer, Associate Professor of Psychology, Fullerton.

The recommendations of the Task Force will soon be considered by the SCUC Board. It may be that the Task force is asking for too much change too fast, and that the recommendations will have to be watered down in order to be implemented at all. One thing at this point is clear: the Task Force has taken a forthright stand on a complex and difficult problem

NCTE Get-Together

In previous years at NCTE Conventions, there have been Thanksgiving afternoon "Get-Togethers" for elementary and junior-high teachers, also for high school chairpersons of English. For the first time, the Executive Committee of NCTE voted to have a "Two-Year College Get-Together" and asked that it be organized and chaired by Don Snepp, City College of San Francisco, CCCTE member and President of the English Council of the California Two-Year Colleges (ECCTYC).

Approximately sixty persons attended, and after introductory remarks and a welcome from Don Snepp, the participants sat at one of six tables where the following topics were discussed with the chairpersons noted: Bi-Lingual and ESL, Dr. Virginia Brumbach (This table included participants from Hawaii, Alaska, and the Virgin Islands.); Composition, Dr. William Irmscher, University of Wasington; Innovative Curriculum Development, Sylvia A. Holladay, St. Petersburg Junior College, Florida, and the editor of the national *English in the Two-Year College* newsletter; Two-Year College English Teacher Training, Dr. Clara Lee Moodie, Director in this subject area at Central Michigan University, assisted by Dr. Gertrude Fujii, Chairperson of English at Los Angeles Valley College and Vice President of ECCTYC; Reading and Writing Labs, Dr. Joseph Buice, Chairperson of English, Odessa College, Texas; Miscellaneous Matters of Concern and Interest, co-chaired by Greg Cowan, Empire State College, SUNY, and Bob Danielson, Grossmont College, California

Also in attendance were Nancy Prichard, Assoc. Exec. Secy., NCTE, Lionel Sharp, President, CCCC; Dr. Betty Martin, Odessa College, and President, National Junior College Council. Participants seemed genuinely pleased with the two-hour session and urged that the session become a regular, annual event. Many deplored the shortness of the time and were hopeful that more pre-convention two-year college workshops might be established next year in Chicago. Coffee and sherry were served, and a sincere and enthusiastic participation seemed quite evident.

Inside English, the journal of the English Council of California Two-Year Colleges, is published quarterly in the Fall, Winter, and Spring. Send articles and announcements to James McCormick, San Bernardino Valley College, San Bernardino, Calif. 92403. *Inside English* ad rates: $6-column inch for single issue, $5-column inch for year (3 issues). For additonal advertising information contact Richard Booth, Crafton Hills College, Yucaipa, Calif. 92399.

UC NOVEMBER COUNCIL

REPORT ON THE ENGLISH COUNCIL OF THE UNIVERSITY OF CALIFORNIA NOVEMBER 20-21, 1975, Canterbury Hotel, San Francisco

I. At the *joint information exchange* held with the California State University and Colleges, on the morning of November 20, the U.C. campuses reported the following:

A. *Riverside*: the number of English majors is down; Subject A is now in the School of Education, having been transferred from University Extension; regular faculty are now teaching freshman composition.

B. *Davis*: more students are taking Subject A, a result of the increase, University-wide, in the cutoff score on the CEEB from 560 to 600; the English department is, in fact, a "service" department since 60 percent of the students in English classes are in writing courses; there are now three separate levels of writing courses, including courses in legal, scientific, and report writing; 23 students is the maximum for composition classes; lower division courses for non-majors are doing well, with over 100 in a short story class and 45 in Shakespeare; a teaching internship for graduate students has been established with Sacramento City College; a junior year examination, demonstrating proficiency in writing, is needed to graduate.

C. *San Diego*: composition courses have a maximum class size of 15; courses are being developed for transfer students who have specific writing problems.

D. *Berkeley*: there are now 800 English majors.

E. *Los Angeles*: after falling to a low of 900 last year (from 1600 in 1973), the number of English majors rose to 1060; the department is becoming a "service" department; a new course in children's literature has proved very popular, with over 1200 students; a course in adolescent literature is planned; the M.A. degree (a terminal program) is for community college teachers.

F. *Santa Barbara*: teaching more Subject A than before; there is a two-quarter requirement in composition; graduate students work with faculty members before being assigned their own composition classes; there are new writing courses on the sophomore level.

G. *Santa Cruz*: English enrollments have remained steady; Subject A is a credit bearing course; U.C.S.C. has no composition courses; graduate students are now being admitted on alternate years for the PhD. program.

II. In the afternoon, the English Council divided itself into three groups: Graduate Programs, Subject A, and Freshman Composition. The following morning, each group reported to the Council as a whole.

A. *Graduate Programs*: the following items were discussed but no specific recommendations or resolutions were passed:

1. That a *Graduate Students Pool* be established, University-wide, in order to have a ready supply of potential teachers for 1 or 2 quarter emergency lecturer appointments, primarily in composition.

2. *The Role of Teaching Assistants*. That training of T.A.'s is a most important department function; that all teachers at all levels be asked to teach freshman composition.

3. That a *Ph.D program in the practical and theoretical teaching of English fundamentals* be established, with the program in the English Department rather than the Education Department.

4. That more *interdisciplinary offerings* be considered.

B. *Subject A*: Discussion revolved around the raising of the CEEB cut-off score from 560 to 600 and the University's responsibility for teaching students once it accepts them.

C. *Freshman Composition*: The following five recommendations were passed as resolutions:

1. That there be a 15-to-1 student-teacher ratio for composition classes.

2. That freshman reading/composition be a *sequential three-quarter requirement*, to include the Subject A component.

3. That there be either a pre- and/or in-service teacher internship program for teaching assistants.

4. That there be a junior level proficiency examination in writing, which is required for graduation.

5. That university wide--there be more undergraduate writing required with careful grading by teachers.

D. In addition, a general resolution supporting Dr. V.T. Hornback, Jr., Chairperson, English Department, CSU Sacramento, was passed; a resolution deploring the use of elementary, high school and college teachers of English who do not have the experience, interest or training was tabled; and John Waterhouse, UCSD, agreed to serve as liason for the April CSCU meeting in Coronado.

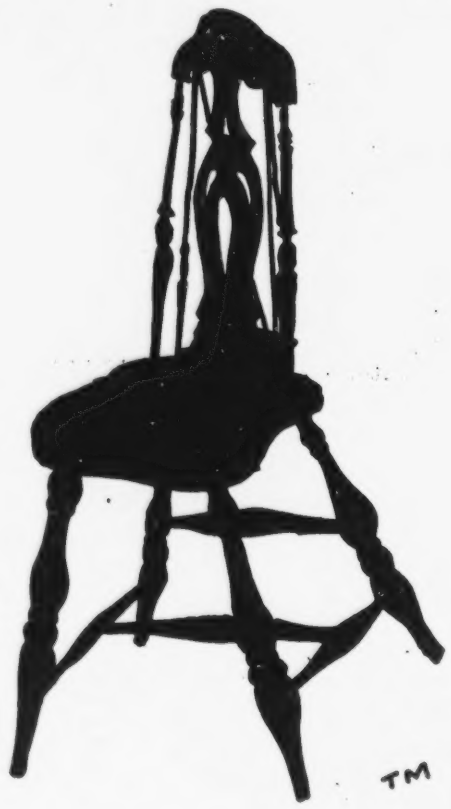
III. *Miscellaneous Observations*

A. *Grading*: In the University system, students cannot fulfill a graduation requirement with a grade of D or F. Thus, a student receiving a D in freshman composition would receive credit for the units assigned the course, but would not satisfy the composition requirement.

UCSD can assign the grade of IP (In Progress) for writing courses that are part of a sequence. The advantage here is that a student who has shown progress, but who is still doing poorly, has a second quarter or semester to achieve a passing grade.

B. *Composition Courses*: There is a move in the University to offer special topics composition courses. Thus, at UCLA, in addition to the traditional English 1A course, students can opt to take English 1B with readings in the life sciences, or the social sciences, etc. The readings are of a general rather than a specific and technical nature. At Davis, there are new advanced composition courses focusing on report writing, newspaper writing, article writing for publication, etc. At Riverside, the second quarter in the two-quarter writing requirement goes into general content areas, such as science, the humanities, etc. The literature component from the second quarter was dropped in exchange for the two-quarter requirement.

Students seem to be pushing for stiffer writing requirements, too. Directors of Freshman Writing at both UCLA and UC, Riverside, report student requests for increasing the number of quarters of composition required for graduation. (On the other hand, one UCLA professor reported that, when an instructor in a class in American Popular Culture told his students that he required papers written at the University level, 20 students left the class and the rest of the class booed the instructor for five minutes. Sounds rather appropriate for American popular culture, doesn't it?)



FIRST L.A. COMMUNITY COLLEGE CONFERENCE

Planned as a conference for teachers of reading and writing, the first district-wide meeting on "The Teaching of Reading and Writing: Methods, Applications, and Goals," drew an attendance of 300 instructors of English from the nine colleges within the Los Angeles Community College District, October 28, 1975, at the Los Angeles Convention Center.

Sponsored by the Educational Planning and Development Department of the college district in conjunction with department chairmen and English faculty, the conference addressed itself to nine areas of deep concern to the community college instructor: effective remedial reading programs; an interdisciplinary approach to basic skills; problems in teaching English as a second language; teaching the functional illiterate; goals and evaluation in composition; placement and counseling; teaching composition to remedial and transfer students; bilingual and dialectal approaches to English instruction; and the use of technology in the classroom.

Underscoring the concern of the discipline regarding the status of English instruction, Leslie Koltai, chancellor of the Los Angeles district noted in his opening remarks that "the human imagination must have as its tool the spoken and written word." He further stated that with "the ability to read and write, we make possible all other disciplines and their explanation. . ." and that this "ability to manipulate language is the backbone of all human activity as we know it." He further announced the designation of $100,000 toward implementing projects to further the study of and recommendations for more effective programs of teaching English to the various levels of students comprising a community college student body. Responsibility for choosing and recommending these projects was assigned to the District English Department Chairmen's Council composed of the department and divisional chairmen of the nine colleges.

Edward M. White, Director of the Statewide California State University and Colleges English Equivalency Examination, and former president of the English Council of the state university and college system spoke at the luncheon meeting on the place of equivalency testing for lower division English. Instrumental in developing the essay examination for the state college administered test, White was emphatic upon the need to evaluate and research the type of essay questions to be used. He recommended that all students taking an examination should write on one assignment to insure a standard criterion for criticism and judgment, since a choice of questions would immediately require differing standards of criticism. He further noted that equivalency testing does have a real function in helping the already prepared student to move ahead, but that the test was not valid unless it measured the student's ability to comprehend and analyze as well as to write. Thus, he concluded that objective tests in which a student merely marked the correct answers are not an accurate measurement of writing ability.

A brief evaluation of the program revealed that instructors in the district appreciated the "positive approach" to some of the problems confronting the discipline and that the opportunity to meet and discuss matters of common concern with other instructors broadened their own viewpoints. Suggestions which resulted from the workshops included better counseling and placement of students; a total approach to learning including reading and vocabulary related to practical needs and interests of the students; need for pre-testing for correct placement in classes; and the place of peer participation in reading and correcting student essays.

The conference closed with a summary by John T. McCuen, vice chancellor of educational planning and development, who remarked that it was not necessary to go out of the district for "experts" in the field.

The conference was chaired and coordinated by Gertrude Fujii, chairman of the English Department at Valley College and the District Chairmen's Council. She also serves as vice president of the English Council of California Two-Year Colleges.

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Common Sense and Testing in English

Alan Purves, chairman, and the Task Force on Measurement and Evaluation in the Study of English

Evaluating student performance in English is complex, since the study of English involves not only skills, but also thoughts, feelings, and attitudes. Standardized tests, which have traditionally dealt with only a few easily measurable aspects of English, do not adequately reflect the achievements of students, and yet such tests are more and more relied on by administrators in making policy decisions. In this booklet, NCTE's Task Force on Measurement and Evaluation describes the most common types of standardized English tests, discusses their limitations, and suggests ways teachers can make these limitations known. The Task Force lists criteria for selecting standardized tests in English and for interpreting and using test results, and presents ideas for alternative methods of evaluating achievement in English. Includes a 3-page "Citizen's Edition" which can be reproduced and distributed to parents and administrators. 40p. 1975.

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inside English

The Journal of the English Council of the California Two-Year Colleges

Spring Issue 1976

College English Classes--Relevant Again ?

by Ann Clutinger

San Diego Mesa College

Throughout the sixties, those of us in education were bombarded with student demands "relevance"--some vaguely identified but deeply felt need to make the subjects we teach apply to the students' interests, especially in the social, political, and ecological areas, no matter what we were ostensibly teaching--until many of us grew to loath the term *relevant* with all the fuzzy thinking that so frequently accompanied its use. Now that we are over half-way through the seventies, we are facing another bombardment of freshly articulated demands--this time not just from students, but from parents, employers, colleagues (and ourselves too)--reflecting a growing awareness of the need for students to have command of basic literacy skills. While this shift in interest is pleasing to English teachers in many respects, it nevertheless raises a new challenge to us to justify pursuit of our first love: literature. We might say we are facing a re-perception of what is relevant to students. Perhaps, for a moment then, it would be worth resurrecting the term out of the ignominious graveyard of cant, now that most of its jargon use has died away, and try to refresh its sense to focus upon the value offered by the different kinds of college English courses.

To begin, let me define the term as I see it. Broadly speaking, "relevant" labels a class as one that is worth taking beyond the mere function of filling a catalog requirement toward a degree. The class that is relevant, however, is different from one that is merely entertaining or interesting in itself; it needs to have a high degree of application for the student in at least one of three ways. It is relevant, first, if it concerns the contemporary problems of our society, second, if it provides the student with techniques or knowledge of a practical or utilitarian value for his progress through college or more importantly for his occupation upon graduation and, third, if it increases the student's awareness of himself and others at a personal level. Students have tended to emphasize the first of these categories. The public at large is currently emphasizing the second. English classes often fit into each of the three areas, but it is in the last category that I believe that the majority have the most to offer; It is this last category, the personal, that I consider the most important.

Sometimes the courses in review of English skills seem irrelevant to students, especially when those classes are required as hurdles to get over before the other required English courses can be taken. It seems obvious to most teachers that a command of the fundamentals of grammar, punctuation, spelling, and reading is a pragmatic necessity to anyone who wants to talk or write and be understood clearly and be effective in getting his ideas across to anyone else. A person who cannot write fairly standard grammatical statements cannot achieve well in college. It also seems obvious that acceptance in our society beyond college, particularly in the business world, depends upon avoiding glaring grammatical mistakes. While a growing proportion of students is coming to recognize this situation, these conditions are not always obvious to the student who has not yet encountered an important rejection because of his deficiency. It is part of the teacher's task then to try to show the students in these classes that the material is important to their future success.

In this regard, to be relevant, these review classes should be emphasizing application of the major points of grammar, punctuation, spelling, and reading skills rather than focusing mainly on learning terminology and on grasp of minor points (i.e., learning to label predicate adjectives, absolute constructions). The technique of testing memorized material which is then typically forgotten immediately after the test seems one of the poorest ways to convey the relevancy of the concepts.

In any event, students who plan only technical careers in jobs which require no writing may still feel English review is a waste of time. And it may well be a waste of time for them, unless the teacher can convince these students that one's ability to gain the social acceptance he desires is enhanced or that ability to understand and enjoy what he reads is enhanced by skills taught in the class. It is important for an individual to be able to read and understand articles about those things that concern him in his daily life--from the issues he votes on to the instructions for putting together a child's bicycle. Also, for instance, if a person ever wishes to write to someone in business who has gypped him or gotten his account muddled, he will need basic English skills to make the recipient pay attention to what he says. Furthermore, in our society one who can use relatively standard English is considered more intelligent than one who can't. Though this is an unfair and unjustified criterion, it is a fact of experience that the students should be aware of. Perhaps with such an awareness, students will find the English skills review courses more worthwhile.

Certainly a freshman composition course is relevant in all three ways listed earlier. The readings primarily concern contemporary issues, the writing skills taught are necessary for anyone who ever needs to communicate anything in writing, and the emphasis placed on the student's finding out what he thinks and putting those thoughts into a coherent and effective essay leads to greater self-knowledge. Also by discussion of the importance of identifying one's audience and by practice in writing to explain something to people assumed to have various backgrounds and attitudes or to convince them through argument one comes to a greater awareness and better understanding of others.

And now we come to literature. The many types of literature classes each have particular ways in which they relate to our society and provide insight to what it means to be human. Contemporary literature clearly concerns each of us as we try to learn how to live in this world. Literature from the past offers background upon which our present situations are founded and thus perhaps aids us in coping more intelligently today. It also can show us how peoples in other times struggled with many of the same problems we have. In addition, as with all literature, it helps us to understand universal human traits and motivations as well as the sufferings we all are subject to and the joys that enhance our possibilities. That we can thus extend our experiences vicariously through time, space, cultures, ages, upbringings, and personalities makes literature vitally important to us all. Through its power to objectify in made-up words, characters, situations, settings, our most subjective concerns and emotions, we can learn to see ourselves more clearly and others quite different from us with less prejudice and with more empathy for them. Perhaps we can avoid utter despair that the world has much injustice, unhappiness, and death by having met them before in literature and learned, with the help of the authors, to cope with a world not existing as we would like. At the same time, perhaps we can see in literature how people help create their own fates and thus be ourselves better able to avoid the greatest mistakes of foolishness and pride that destroy the possibilities for a good life and a better world. Literature offers us a glimpse of such wisdom if we are but wise enough to look steadfastly. We who love and teach literature know all this; our task is to help our students experience it too.

While the relevancy of a class certainly indicates its most clearly applicable importance for the student, I think it would be a mistake to reverse the idea and believe that a class is only important or valuable if it has the practical utility of socially, occupationally, or personally connected subject matter. This is, I believe, the major point on which a great many students and some faculty members differ from my view. Part of whatever greatness man has lies in his capacity for wonder and enjoyment. Human nature involves curiosity about things both apart from ourselves and apart from any foreseeable use. We would be poorer creatures and greatly in error to suppress those things that are strictly challenging to our intellects, or interesting in themselves, or entertaining to our spirits, even though they may not be clearly relevant to anything else. Perhaps some aspects of all English classes fall in this category. If such things can bring satisfaction, excitement, or pleasure, it is the teacher's function to convey them, and that is justification enough.

ECCTYC President's Column

A Disturbing Time For College English

When someone speaks of the "good old days" it is almost certainly an indication that the person speaking is in his later years and only sometimes a fact that the "old days" really were better. In my case, I know the first premise is true but I believe the second premise is too. It seems to me, thinking as objectively as I can, that most of us in the two-year colleges, and particularly in the field of English, are facing disturbing and dangerous problems that we did not face twenty or thirty years ago.

We find ourselves directly involved in the widening public concern over a decline in the students' reading and writing ability and there are added public demands for new and special programs and instructional approaches to combat these problems. There are more insistent demands for bi-lingual and ESL programs, and ever-increasing part-time adult enrollees from the community make justified and varied curricular requests. Such enrollees, although welcome, substantially increase admissions and registration clerical work while not substantially increasing the financial support to the college. Needless to say, such new programs and smaller class sizes, so vitally necessary in the instruction of composition and reading, are expensive.

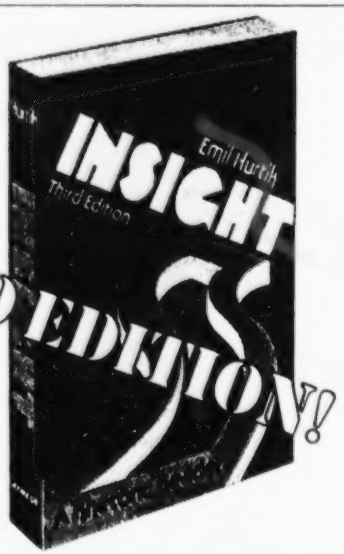
On the other hand and very unfortunately juxtaposed with the situation above is an increasing and alarming lack of financial support for the ever-increasing number of two-year college students. Economies, both in Washington D.C. and Sacramento, are crippling administrators and instructors in their efforts to improve the effectiveness of instruction. These economies, particularly the new California practice of "capping," are not only devastating and frustrating but perhaps most alarming of all is the deplorable practice of many administrators who save money by hiring only part-time teachers. Many California two-year college English departments which ten years ago had either no part-time teachers or only one or two now have more than half of their numbers composed of part-time teachers.

First, and most important, this practice is particularly bad for the students. They are taught by harassed, frustrated, and fatigued instructors who frequently cannot offer sufficient office hours, who in fact may not even have an office, and who must rush away from their first class of the day to teach their second class miles away, and perhaps a third class even farther away. Second, such a situation certainly dulls the vitality and inhibits the motivation of young teachers who had looked forward to obtaining a position at *one* two-year college. They have no sense of "belonging" and little reason to contribute energy, develop new curricula, and attend departmental meetings. They have no communication with or impact upon the tenured faculty and can develop no sense of the departmental or academic community. Most of these part-time instructors usually are not members of the academic senate, do not receive fringe benefits, and are unprotected from peremptory dismissal. Third, and perhaps most disturbing of all, because of a freeze in hiring and this tendency to employ only part-time teachers, contributions from the youngest and most innovative part-time instructors are lost. Many English departments have not hired full-time instructors for years, but a well-balanced English department must have instructors from their twenties to their sixties to achieve performance emanating from youthful ideas, energy, enthusiasm, experience, and perspective. The youngest faculty members at many are instructors who have for years been out of touch with the latest developments in instructional techniques and research. How can such departments offer effective and innovative self-improvement and necessary shifts in emphases? They cannot.

In the clash of these two situations--the public's demand for better education and the worsening state of educational economics--I feel that we are desperately caught between two opposing forces that are certain to result in the worst crisis we have ever faced. To the extent that it can, your English Council will fight in every way to ameliorate this situation. Our Regional Directors and Assistant Directors can also help by listening to and organizing department chairpersons in their regions. But most important of all, the times cry out for each department of English in every California two-year college to eliminate interior jealousies and complaints and join together with conviction and determination to prevent practices both by administrators and boards of trustees and governors which dampen the enthusiasm and dull the sensitivity which are so vital for instruction in the humanities.

Don Snepp, CCSF

For '76...



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Teachers To Contribute?

Accreditation Proposal

A movement which ECCTYC may wish to support is the proposed creation of a consortium of academic senates among California two-year colleges whereby senates, by consulting department chairmen, would nominate teachers for membership on the accreditation teams presently selected solely by the director of the Western Association of Schools and Colleges, junior college division.

Accreditation is voluntary and hence can be reformed. The accreditation agency is a private agency located at Modesto Junior College and presently controlled by a commission of J.C. administrators. Their executive director is Harry Wiser, Ed. D., formerly Superintendent of Schools of Modesto. Teacher groups have no voice in the selection of commissioners and no authority in the selection of accreditation team personnel. Many teachers trace the permissiveness and steady deterioration in both academic standards and the role played by general education courses to the dominance of "school of education" trained administrators in the accreditation process and the total absence therein of scholars and teachers.

At City College of San Francisco's last accreditation, for example, only three of the fifteen member team were classroom teachers. None were chosen by teachers. Prominently featured in the accreditation report was a request that entrance standards for English 1A be lowered, although, not a single English 1A classroom or instructor was visited by the team. The final accreditation report was chiefly concerned with recommended growth and expansion, especially in non-academic directions. Little attention was paid to learning or to classroom activities except for the recommendations that standards in the social sciences and English be lowered.

Under the Consortium proposal, one half of the accreditation team would be classroom teachers chosen by various departments from colleges in other areas of the state. The Western Association could continue to select administrators and to co-operate with the consortium if they so chose.

The result would be a shift from the existing dominance of the accreditation personnel by administrators, virtually all of whom are trained by schools of education, toward a greater emphasis upon academic standards and learning as classroom teachers chosen by their peers become involved in accreditation visitations.

Raymond Early

A New Year's Resolution

Testing Reading

by Dr. James Duggins
Coordinator
Reading Specialist Program SFSU

This year, like last, we resolved to look at our Entrance testing and screening practices. On our check list, so neatly ruled, we found the same problems for Spring 1976 that we knew about in Spring 1975 and too many Spring Semesters before that. No. 1, We are using the wrong test. No. 2, We are using it for the wrong students. No. 3, We are interpreting the results in the wrong way. There is really so very little to know and almost none of it new to us.

We do not want to dispense with some form of all school reading achievement measure such as the Cooperative or the Nelson-Denny, but we need to consider more carefully what they tell us and how that information may be useful. Of course, as achievement tests they report only normative data (a comparison of one sample with the average or "norms" of another). They reveal little about reading, but simply report statistics of comparison populations who are alleged to be good readers. They are culturally biased to favor groups who do well in school for whatever reasons.

The data of reading achievements tests, derived and computed from large populations, is intended to be used in that way: to compare populations. It is probably most often an error to compare any individual score with that total population. For the total population, we are making fewer judgements, but it may very well be a grievous omission to "track" a student, based upon that one sample of one behavior during a very short period of time. We simply need more information than is offered in the standardized test of reading achievement. This may be particularly so for schools the bulk of whose students score below the Mean. In such schools, their own, locally computed norms are more helpful.

Another problem we face again this year is the usefulness of the information to the instructor. There is a dangerous tendency to construct curriculum based upon percentiles. It is as if all those students below the 15th percentile (or the 35th) need the same thing. Even *if* the reading achievment tests accurately placed most individuals in the correct percentile ranking (consult the test manual and your local, normative figures for standard deviation), they do not attempt to be diagnostic or prescriptive. They do not speculate about why the extremes of the population read as they do. They do not offer suggestions for remediation. Thus, the achievement test is not of much real value to the instructor. The instructor must build the course curricula based upon diagnostic testing.

We know that people's experiences deeply influence their reading ability. Direct experience obviously has become more important than vicarious experience to the poor reader. Reading measures, then, which test the student's ability to read based upon passages relating to information most often acquired vicariously (e.g. passages about the pre-Raphaelites) disadvantage those students who do not read widely. Such tests may determine whether the student *does* read more than whether he *can* read. That may be interesting information to us, but our primary function must be to assure that our students *can* read. To get a better notion of students' reading ability, reading achievement tests must be chosen for their lack of such bias.

Our interpretation of achievement tests allows us to group for instruction. The middle group (plus or minus 34 percent from the Mean) is the most stable. The extreme scores, the lower and higher ends of the bell curve, are the most volatile. This suggests that those who score in the lower percentiles may include many students who should not be there. We have drawn from the population only those students from the statistically most volatile sections for communications workshops. Some of them seem misplaced and "improve" rapidly; others make very slow progress. This inappropriate placement may waste a semester of their time.

In considering our New Years resolutions, we have decided to read again the test we administer to measure it for cultural bias and to compute our own local norms. Before students are sectioned into communications workshops, we will retest them with a different level of the test and include evaluated composition samples in our entrance assessment battery. Finally, the communications instructors are devising a new series of workshops based upon the diagnostic tests they use in the courses.

Majority And Minority Report

In every organization
There are the paper-wasters
And the paper-savers
Between them no negotiation

Is possible. The savers are virtuous
Guardians of ecology and budget
The users are drudges
Of typewriter and dittoes

The users are sensitive
To the need to communicate
The savers hesitate
At so many copies. "Give

Them to people who won't
Read them? How can you
Waste our substance?" "Damn you,
They won't read if I don't."

And so it goes,
But aggravated
By the memos undated
On back of last year's memos

Mort Tenenbaum
West Los Angeles College

English Titles 1976,
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Essay Testing As Placement Device? It May Work

When the English faculty at San Bernardino Valley College decided to do something about the steady decline in writing skills of SBVC students, the English Division called in Dr. Edward White to explain the program in essay testing which he with others has recently developed for the California State University System. Dr. White's report and the brief workshop which he conducted for the SBVC English teachers convinced them that they could restructure the writing program in order to maintain or even raise eroding standards without returning to unfair and irrelevant objective exams or rigid error hunting.

Dr. White's report came at exactly the right time, for after five years of open enrollment in English at SBVC, the English faculty and many of their colleagues in other divisions were convinced that their students were less and less able to write well enough to do college-level work. The fact that the media reported this same problem in colleges everywhere was comforting but not helpful.

The difficulty was that any attempt to raise standards, whether by reinstituting a placement procedure or by giving a uniform final exam, hinged on the issue of a fair and accurate test. And it was, after all, the conviction that no such test or tests existed which, in large part, had led the English Division to abandon placement and proficiency exams five years before. Specifically, the teachers thought that objective exams could not measure writing skill and that essay tests were almost impossible to score with any uniformity unless one merely counted fragments and comma splices. At one point, to prove the impossibility of conducting a division essay exam, one SBVC English instructor had asked each of the other English teachers to independently grade a sample essay. When the essay received a wide variety of almost evenly distributed grades, the teachers were convinced that it was indeed impossible to achieve equity and uniformity in essay testing.

It was to respond to this dilemma--the absence of a meaningful way to test writing proficiency and the eroding standards and skills in writing--that Dr. White was invited to lead a workshop for the SBVC English Division. On leave from the English Department at California State College, San Bernardino, Dr. White had spend the last three years solving similar problems for the State University System. Though his program had originated as a means of testing for equivalency credit in college composition, he had become increasingly involved in a wider range of uses for writing skills tests and in the development of a comprehensive program of writing placement and proficiency exams for the State University System.

Since processes by which Dr. White and his team produce and score writing proficiency exams are best understood by discussing a sample question with a set of grading criteria and a range of sample papers, this is what the SBVC teachers did in their workshop. Using the "Sample Question" and the "Directions for Scoring" (See Box), the teachers independently scored six essays. The scores, tallied on the blackboard, were remarkably uniform, all within a three point range on a six point scale and most within a two point range. More surprising was the agreement the teachers achieved in discussing the causes for the difference in scores. They found in fact that once a group agrees to agree on the application of a range of scores a high degree of uniformity in scoring is possible. It was thus apparent that English teachers could achieve equity using essay exams to test writing skill by following the procedures developed by the State University System.

Basic to this process, the teachers realized, was the development of the essay question itself. First, in order to achieve uniformity--all the students had to write on the same question. However useful a choice of essay assignments may be for teaching, it plays havoc with fair testing. Further, the question itself had to be carefully developed by using it in composition courses in order to identify and eliminate ambiguity or misleading clues. The compositon teachers looked to see if a given question elicited good writing from writers already identified as skilled or able. This was a way of eliminating poor questions and refining useful questions. For instance, those developing the question used in the workshop (and included here in the box) had used "child" and "student" as examples of possible roles until they found that most writers assumed they were supposed to write specifically about being a child and a student. Those developing the question then refined the examples so that the writers would know that the roles named were meant as examples, as everyone is clearly not "a big brother" or a "foster child." Interestingly, Dr. White reported that the State University team had never been able to use a question in its original form.

As important as the question are the

Sample Essay Question:

We are all made up of many selves. Describe some of your various selves--for example, food checker at a supermarket, big brother to a foster child, sole wage-earner in a large family, etc. How different are those selves? What do they have in common?

DIRECTIONS FOR SCORING

The student should be rewarded for what he does well in response to the question. Here the student is set a three-fold task: to describe some of his selves, to show how those selves are different, and to comment on what they have in common. He is told to think about the question and plan his response.

Note that the question asks for a comparison-contrast commentary beyond mere description, simple autobiography, or generalizations about personality. Responses that do not go beyond such description, autobiography, or generalization should not ordinarily receive scores above 3.

An extremely well-written response may be scored a point higher than it would be scored on the basis of content alone. A poorly written response may be scored a point lower.

Possible Scores:

6 A superior response will describe two or more selves and state differences and similarities clearly. Though it may have occasional faults, it will be well-organized, well-detailed, and generally well-written.

5-4 These scores will be useful for a well-handled paper which is weak in one or two characteristics of the superior response, i.e., description of the selves, or in demonstration of the differences or the similarities, but is otherwise competently written.

3-2 These scores will be useful for the following kinds of papers:
--those in which only two parts of the three-part question are treated;
--those which treat the subject in superficial or overly generalized fashion;
--those which treat the selves only as moods, opinions, etc., instead of roles.
--those in which the writing exhibits serious weaknesses in structure, syntax, or diction.

1 This score is to be used for papers which show very little understanding of the question or suggest incompentence in structure, syntax, and diction.

* Non-response papers or those which argue with or avoid the question should be given to the table leader.

Essay Testing As Placement Device? It May Work

criteria by which the essays are scored. A good question, for instance, produces both a range of writing and a range of criteria by which to rate the exams. A major goal, of course, is to have a meaningful range of both exams and scores, so that the points describe useful distinctions.

Though the criteria provide a necessary basis for scoring the writing and for agreement among the readers, it is necessary for the readers to reach agreement about what the criteria mean and how they will be applied. This process was what the teachers at the SBVC workshop were doing when they scored sample essays and then discussed their differences. To further this agreement, Dr. White reminded them that the papers had to be scored in relation to the range of writing skill represented. Specifically, if one gives a paper two points, one has only one level left for all writing inferior to the writing level of that paper. The working out of these kinds of problems is the basis for the agreement which scorers must reach if the test is to be equitable and reliable.

One of the most significant aspects of th s whole experience for the SBVC teachers was the absence from the criteria of rigid error and usage rules. The phrases "well written" and "incompetence in structure, syntax, and diction" recognized the significance of uniform usage without detracting from a broad and positive definition of effective prose. All previous tests, whether objective or essay, used at SBVC to rate English proficiency had been based on a narrow and rigid concept of the factors determining good writing, factors which in themselves determined little but absence of errors. This test was different.

The teachers were also pleasantly surprised to find how quickly the tests could be scored. Unlike the slow and careful correcting necessary to teaching, the test scoring was most effective when done quickly. It was apparent to the teachers at the workshop that once one was well acquainted with the question and the criteria and had reached an agreement with the other scorers on a sample group of papers, the scoring could go rapidly.

According to Dr. White the actual scoring of a real exam is more complicated and controlled than the workshop session indicated. The process includes carefully developed procedures such as defining the number of readers, the basis for combining scores or reaching agreement when scores are divergent, the roles of table leaders, the process of training scorers and so forth. This information as well as more specific descriptions about the development of questions and the reliability of the exams given using these procedures is available in three reports, titled **Comparison and Contrast [1973, 1974, and 1975]** written by Dr. White. They are available from the Office of the Chancellor, the California State University and Colleges, at $2.00 per copy.

Not only were the SBVC teachers impressed by the apparent reliability of this kind of testing and by its potential for identifying levels of writing proficiency, they were also impressed by the usefulness of the experience of reaching agreement among themselves. The agreement process provided a helpful framework for defining and discussing writing skills in a specific and productive way! For, the test itself does not solve all the problems of teaching writing. It is meant only to be used on a pass-fail basis. It is a scoring, not a teaching device. And while it makes possible the testing of writing skills for placement and proficiency purposes, the English teacher has yet the responsibility of defining standards and goals, improving skills, and giving grades.

Presently the English Division at SBVC is considering using the essay exam procedures developed by Dr. White as an equivalency exam for a pre-composition required writing course and as the division proficiency exam in that same course. Whatever final plan the division adopts, the ability of the SBVC English Divison to reorganize its writing courses and to define and maintain minimum skills levels was greatly enhanced by the able work of Dr. White and his associates.

by Judy Hart

San Bernardino Valley College

We are made up of many selves. Each person is a composite, a combination of a variety of thoughts, ideas, goals and activities. The variety among these partial "selves" may be rather surprising, but they all bond together on one common strand of humanity to create the individual. Each person must learn to feel comfortable with each "self" and not limit himself to extending only a few facets of his being. I have found that sometimes the results will surprise you.

As I grow older, I learn more about myself--actually my variety of selves. There is a self who enjoys being with people and working especially with children. I have had very gratifying experiences teaching Sunday School at my church to nursery school age children. This gives me the chance to give freely of myself, and to experience the wonders of the very young. This is also the self that does volunteer work at a hospital and teaches pre-school swimming lessons as another means to meet and relate with other people.

Another very important self is that of the daughter of a middle class family. This self must go to school, trying always to excel. This is the self that most of the world will eventually see, as it matures. This self goes to work everyday as a medical insurance clerk in an office. The other facets often clash with this one, for it is here that I must deal with practical life, and make decisions. It is here that I become most dissatisfied with myself, for I receive most of the negative feedback in this self, yet must not show any adverse effects. This self must keep struggling with life.

There is another part of me that is always pulled inside, and stores most of my emotions and reactions. This is the self that hurts silently, that writes stories and poems to release feelings, and yet sometimes bursts open and dominates over the rest of me.

It is difficult to try to accurately describe all my individual selves, for they tend to overshadow and melt into each other. They are all intertwined, they all form a person who is generally seeking affection and positive reinforcement, but who is usually willing to give the same. They are all trying to learn about the other selves, and how to understand and deal with people. The selves are always changing and expanding, and will probably continue to do so--one must never lose the desire to learn and create.

Note: for the score given to this sample essay by the teachers participating in the demonstration at SBVC, see the bottom right corner of page seven.

Conference Reflections

A Peer Sounds Off

Given my worry-wart nature, and our recent discussions in San Francisco, the following observations and conclusions have, at this moment, some personal validity:

1. that in California the current session of hand-wringing over first-year students' composition skills was triggered by the 1974 study at UC, Berkeley which concluded that approximately one-half of Berkeley's entering students lack language skills sufficient to pass English 1

2. that in nearly a dozen years of teaching in the two-year college system, I have never found 50% of my English 1 students incapable of passing the course

3. that UC first-year students are drawn largely from the top 12-15% of the graduating high school seniors

4. that something is preposterous--either the skills of those first-year students at Berkeley, or the test, or the standards applied

5. that the world has changed

6. that my father never watched a lick of television until he was forty-three, that I became a serious viewer in my eleventh year, that television and film have been a dominant feature in my son's intellectual life since his first days

7. that a friend of mine swears that a journal of a few years ago published a letter written by a Yale professor in 1909, complaining of the poor writing skills of the class of 1913

8. that even the very best students of this year are peculiar to this year

9. that all education is remedial

10. that Jonson wanted to edit Shakespeare

11. that Perkins did edit Fitzgerald and Wolfe

12. that the English 1 instructor edits the writing of the English 1 student

13. that shortly after 1945 we began paying regular students to go to college, that we have made this a part of national policy for enough years to blow the whole system open

14. that universal education destroys elitism

15. that the explosion of Kent State, and other assassinations both mass and individual directly challenged conventional curriculums

16. that the increase in student election of courses and the decline of prescriptiveness in curriculums was not all bad

17. that two-year colleges have developed curriculums which are significantly different than the other arms of public higher education

18. that these developments are the result of our assessment of the needs and interests of the larger community, but more importantly they are result of our own potentials and the information we get from students in our classes

19. that our major purpose remains to prepare students for continued study at home, in union meetings, on the job, in another college, at the university

20. that the two-year college is not and should not be elitist

Michael Seely
Moorpark College
7075 Campus Road
Moorpark, CA 93021

Student Writing Without Tears

by Masha Z. Jewett

The jaw clenches and the eye glazes over as the first batch of English papers floods the teacher's desk. What does one say to the 12-year loser, the remedial student in college English who has mastered the imperfect delivery of pragmatic cliches couched in generalizations? Ten summer experiences and eleven first jobs later, the correction pencil flies across the room.

Why can the bewildered teacher read 100 pages of prose of his own choice but not 60 pages generated by 30 students? One problem is the demand for response and grade that the instructor must fill afresh for each student essay. The student, he knows, will feel rejected by a low grade or even threatened by no grade (*i.e.*, "reward") at all.

After struggling with this dilemma for some years, I was happily surprised to discover the advantages of *journal-keeping* as a pre-writing experience for students caught in the paradox of needing writing experience yet being stymied by negative judgments of the very writing which they so laboriously churn out.

Neither a diary of daily events nor a time-log, the journal consists of untrammeled, unstructured entries with these attributes:

1) daily entries (from a paragraph to a page) help to overcome writing blocks, fears about correctness, inhibitions about written expression;

2) they serve as a "sketch pad" to help the student focus on patterns of activities and behavior in his own life and to sharpen his perceptions;

3) he learns through his heightened awareness, even before he hands in the journal for checking after the first three weeks of class, to spot in and cull from his writing cliches, generalizations, and trite expressions.

Paull and Kligerman in their excellent textbook *Invention* stress the value of student *particularization* according to what is comfortable for students as journal writers. They know that their work will receive no grade, that their privacy will be respected and insured (if they so indicate), and that if the instructor comments, he will do so on a slip of paper, for them to remove if and when they wish.

Surprisingly, there is value in journal-keeping not only for the student-writer but also for the teacher-reader. Since correction still goes on in other class exercises, the instructor can receive with unqualified empathy and even pleasure the *content* communication of the journal. He looks forward to such non-verbal entries as drawings, doodles, photos, bars of music, or whatever. The student warms up, and slowly his frozen prose thaws out in other class assignments. He can even "vent his spleen" towards the class and-or teacher (if he is so inclined) without disrupting the class meeting!

Though I had read before about this approach, I am now using it for the first time. And what insights I have gained, even since the beginning of this semester, into those silent, sometimes hostile, certainly uncertain students who sit before me--and this is only the first of the semester-long collections!

Classroom 1969: The Vet

The war took place
on the body of the boy
in the back row
for being stuck with no
real arms, no legs,
the government mails him
thousands of dollars. His
battery-powered chair
turns on a dime
and cost him nothing.
Everyone hopes
all he thinks about is money.
He is twenty, his life
lies before him. Everyone hopes
he never dreams of running
his steel hands over
the full bodies of the young women
surrounding him.
His eyes bite like tongs.
Everyone would feel better
if he would just say
he plans to lose himself
working among those whose
circumstances are similar.

Richard Linder
Orange Coast College

Drive-in Restaurant

Slumped in their naugahyde cars
the boys spread stories
about themselves. They do not speak.
Their radios are filled with girls
singing we will come
soon oh soon enough. So for now
the boys eye the carhops,
watch them wear the uniform
smile and retrieve
the french fries, the quarter pounds of
meat.
The carhops sway through rumors
about themselves, hearing from back
seats
how after hours they rape
police as their husbands sleep,
how wantoness thrives
when the neon lights go dead.
Hearing such each night
they wait for the boys' eyelids
to fill with beer, for the tongues to
become
bags of wine, they wait
where the coffee brews for the day
they get to walk away,
the night they do not dream
a dream of feet or of the slurred eyes
that live in cars and lunge at breasts.
Clear skies ahead, they think,
and they smile
as they spring towards the drunken
boys
who honk for coffee, coffee, coffee.

Richard Linder
Orange Coast College

The consensus of those participating awarded this essay a score of five.

There's lots to see inside...

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A Permanent Success

Writing Skills Workshop

By Mrs. Joyce Jaffee

Remember when you sat at the kitchen table while your older brother or sister helped you with your homework? At West Los Angeles College our Writing Skills Workshop uses student tutors for similar informal assistance.

We have little equipment--just tables and chairs and a file cabinet and display rack. We use few supplies--no hardware, no soft-ware, just how-to-do-it handouts and a file of sample papers and assignments. We do minimal paperwork--just a daily sign-in sheet and an occasional report to an instructor concerning a particular student or assignment. We keep no files on student patrons, make no charts, do no diagnostic testing.

We simply sit with a student who drops in for help and wants to begin, write, or rewrite a paper. We give some advice on taking notes or writing for essay tests, but most of our work involves English composition assignments.

We do publicize the Workshop heavily. Posters, newspaper releases and bulletin announcements, bookmarks and business cards all announce our hours (MWF 10-2, TTh 10-1, and MTWTh evenings 6-8). Most effective of all, judging by student patrons, are classroom talks made by our student workers.

Indeed, our success results largely, I believe, from the rapport our student helpers develop with their peers. Though we use a certificated person each evening and I am reassigned from one composition class to six hours weekly on duty in the Workshop, the facility is often staffed completely by student workers during the busiest hours.

The student workers often develop their own clientele and special areas of expertise, learn tutoring techniques from one another and in brief conferences with me. They often consult instructors, counsellors or student personnel staff, and they suggest and even develop their own explanatory material.

We stress that our aim is to supplement not supplant the classroom instructor. Our register showed that 750 students (many fairly steady repeat patrons) signed in during the fall, 1975 semester. Both students and faculty evidently appreciate our service, and consistent administrative support suggests that the Writing Skills Workshop will be a permanent if unpretentious facility at West Los Angeles College.

WRITERSTALK

WRITERSTALK, conceived as a continuing writers series at Orange Coast College, is a program intended to reveal the person and the experience behind the written word. This spring the program features presentations by E.D. Snodgrass, Michael McClure, Michael C. Ford, Charles Wright, Kathleen Fraser, Elliott Fried, Sarah De Witt, and Anthony Zerbe. The poets meet with audiences of about 200 for a two-hour reading and discussion period. Ms. DeWitt is giving her one-woman rendering of an "encounter" with Virginia Woolf, and Anthony Zerbe will read and discuss the poetry of e.e. cummings. Besides providing students and the community a personal contact with the writers, the programs also create a forum for new artists in search of an audience. Moreover the dramatic presentations by artistic interpreters of literature broaden and deepen the audience's experience with the written word. In short, the programs "stalk" the reality behind the printed page. An added benefit, according to Judith Jernigan and John Coates, co-chairpersons of the *WRITERSTALK* Series, is that the programs help to create an interest in O.C.C. literature classes. Series like *WRITERSTALK* may just be one of the answers to waning lit enrollments.

Los Angeles Valley College

Writer's Conference Goes Annual

The Los Angeles Valley College English Department, encouraged by the success of its first Writers' Conference in April of 1975, has decided to make it an annual event. The second annual Writers' Conference at Valley College will be held on April 22, 23, and 24, 1976. This year's conference offers an expanded program and one unit of college credit for attendance at the entire program.

Featured speakers this year are Harlan Ellison, "the most honored writer in the world of fantasy"; Stephen Longstreet, editor and novelist; Edmund Villasenor, author of best-seller novel *Macho*; and Robert Getchell, author of Academy Award-winning script of "Alice Doesn't Live Here Anymore."

Registrants are urged to register early, as a sell-out is expected. Total cost of the three day conference is $28.50, which includes meals and materials. Harlan Ellison will open the sessions at 11 a.m., Thursday and the last event will be the Saturday luncheon. Make checks payable to Los Angeles Valley College and mail to: T.G. McGuire, Valley College, 5800 Fulton Avenue, Van Nuys, CA 91401. Registration must be received by April 15 to assure meals.

WRITING WITH A THESIS: A RHETORIC AND READER

BY DAVID SKWIRE, CUYAHOGA COMMUNITY COLLEGE

This new text can best be described in three words: simple but sensible.

It focuses on the importance of the thesis to the whole of composition. Its essays are brief, topical, and readily comprehensible.

Varying from two to six pages, readings cover a wide range of contemporary issues: child raising, racism, television, women's rights, among many others.

- **Advertisements are used** to demonstrate the thesis (or "persuasive principle") concept at work outside the classroom world
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- **Difficult or potentially unfamiliar words** are listed with exercises following the reading
- **Headnotes for each selection** provide biographical information on the author and background on the subject
- **Three-part apparatus** follows each reading
- **Instructor's Manual** accompanies the text

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100 YEARS AGO...

INSTRUCTIONS TO TEACHERS
DAKOTA TERRITORY
SEPTEMBER, 1872

1. TEACHERS WILL FILL LAMPS, CLEAN CHIMNEYS, AND TRIM WICKS EACH DAY.
2. EACH TEACHER WILL BRING A SCUTTLE OF COAL AND A BUCKET OF WATER FOR THE DAY'S USE.
3. MAKE YOUR PENS CAREFULLY. YOU MAY WHITTLE NIBS FOR THE INDIVIDUAL TASTES OF CHILDREN.
4. MEN TEACHERS MAY TAKE ONE EVENING EACH WEEK FOR COURTING PURPOSES OR TWO EVENINGS A WEEK IF THEY GO TO CHURCH REGULARLY.
5. AFTER TEN HOURS IN SCHOOL, THE TEACHER SHOULD SPEND THE REMAINING TIME READING THE BIBLE OR OTHER GOOD BOOKS.
6. WOMEN TEACHERS WHO MARRY OR ENGAGE IN OTHER UNSEEMLY CONDUCT WILL BE DISMISSED.
7. EVERY TEACHER SHOULD LAY ASIDE FROM HIS PAY A GOODLY SUM FOR HIS DECLINING YEARS SO THAT HE WILL NOT BECOME A BURDEN ON SOCIETY.
8. ANY TEACHER WHO SMOKES, USES LIQUOR IN ANY FORM FREQUENTS A POOL OR PUBLIC HALL, OR GETS SHAVED IN A BARBER SHOP WILL GIVE GOOD REASON FOR SUSPECTING HIS WORTH, INTENTIONS, INTEGRITY, AND HONESTY.
9. THE TEACHER WHO PERFORMS HIS LABORS FAITHFULLY AND WITHOUT FAULT FOR FIVE YEARS WILL BE GIVEN AN INCREASE OF 25 CENTS A WEEK IN HIS PAY PROVIDING THE BOARD OF EDUCATION APPROVES.

(Thanks to Larry Bertrand)

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